

James Island Middle

1484 Camp Road
Charleston, SC 29412

Grades 6-8 Middle School

Enrollment 547 Students

Principal Phillip Davie 843-762-2784

Superintendent Dr. Maria L. Goodloe-Johnson 843-937-6319

Board Chair Ms. Nancy Cook 873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	23	5	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Below Average	No
2005	Average	Below Average	No
2006	Average	Unsatisfactory	No

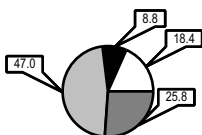
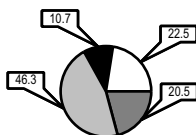
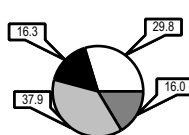
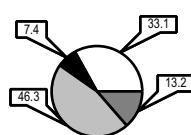
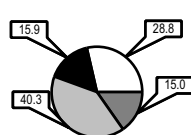
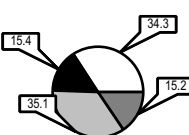
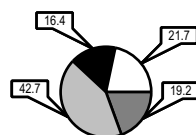
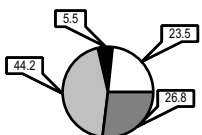
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.6	99.2
English 1	N/A	96.4
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	44.1
All Subjects	97.6	97.6

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	533	96.2	17.1	47.0	26.8	9.1	48.6	Yes	Yes
Gender									
Male	280	95.0	19.6	50.8	23.6	6.0	42.4	N/A	N/A
Female	253	97.6	14.5	43.0	30.2	12.4	55.0	N/A	N/A
Racial/Ethnic Group									
White	328	99.1	9.6	45.2	32.7	12.5	58.0	Yes	Yes
African American	191	92.1	30.6	50.6	15.3	3.5	30.6	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	477	99.8	15.0	46.8	28.3	9.8	51.4	N/A	N/A
Disabled	56	66.1	45.5	48.5	6.1	0.0	9.1	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	533	96.2	17.1	47.0	26.8	9.1	48.6	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	96.2	17.0	46.8	27.0	9.2	48.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	196	93.4	28.7	49.4	17.8	4.0	33.3	Yes	Yes
Full-pay meals	337	97.9	10.7	45.6	31.8	11.9	56.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	533	95.7	19.2	48.0	21.6	11.2	46.5	Yes	Yes
Gender									
Male	280	94.3	19.7	44.2	24.9	11.2	49.8	N/A	N/A
Female	253	97.2	18.7	51.9	18.3	11.2	43.2	N/A	N/A
Racial/Ethnic Group									
White	328	98.8	12.5	46.8	25.0	15.7	55.4	Yes	Yes
African American	191	91.1	31.0	51.2	14.3	3.6	29.8	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	477	99.8	17.4	47.9	22.9	11.8	48.8	N/A	N/A
Disabled	56	60.7	45.2	48.4	3.2	3.2	12.9	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	533	95.7	19.2	48.0	21.6	11.2	46.5	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	95.6	19.1	48.3	21.4	11.3	46.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	196	92.3	32.0	49.4	14.0	4.7	32.0	Yes	Yes
Full-pay meals	337	97.6	12.3	47.2	25.8	14.8	54.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	532	97.4	29.2	38.2	16.1	16.5	32.5
Gender							
Male	279	96.4	27.9	33.6	17.9	20.6	38.5
Female	253	98.4	30.6	43.1	14.1	12.1	26.2
Racial/Ethnic Group							
White	328	99.4	16.5	38.1	21.9	23.5	45.4
African American	190	94.2	51.1	38.6	6.0	4.3	10.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	476	100.0	25.3	40.1	16.6	18.1	34.6
Disabled	56	75.0	64.7	21.6	11.8	2.0	13.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	532	97.4	29.2	38.2	16.1	16.5	32.5
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	526	97.3	29.2	38.3	16.2	16.4	32.5
Socio-Economic Status							
Subsidized meals	196	95.4	48.9	34.4	7.5	9.1	16.7
Full-pay meals	336	98.5	17.9	40.4	21.0	20.7	41.7

Social Studies							
All Students	532	97.2	32.5	46.7	13.3	7.5	20.8
Gender							
Male	279	96.1	30.2	45.0	14.9	9.9	24.8
Female	253	98.4	35.1	48.4	11.7	4.8	16.5
Racial/Ethnic Group							
White	328	99.1	25.7	47.3	17.8	9.2	27.0
African American	190	94.2	44.0	46.2	6.5	3.3	9.8
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	90.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	476	100.0	28.8	48.4	14.8	8.1	22.9
Disabled	56	73.2	66.7	31.4	0.0	2.0	2.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	532	97.2	32.5	46.7	13.3	7.5	20.8
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	526	97.1	32.5	46.9	13.4	7.1	20.5
Socio-Economic Status							
Subsidized meals	196	95.4	46.8	41.4	6.5	5.4	11.8
Full-pay meals	336	98.2	24.4	49.7	17.3	8.6	25.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	178	100.0	19.9	43.4	25.3	11.4	36.7
	7	178	100.0	19.5	53.4	24.7	2.3	27.0
	8	254	99.6	15.5	50.6	24.9	9.0	33.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	163	96.9	18.4	38.2	27.0	16.4	43.4
	7	178	95.5	14.4	53.8	26.3	5.6	31.9
	8	192	96.4	18.3	48.3	27.2	6.1	33.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	178	100.0	11.4	42.8	27.7	18.1	45.8
	7	178	100.0	28.7	40.8	14.4	16.1	30.5
	8	254	99.6	33.9	44.9	14.7	6.5	21.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	163	96.9	9.2	40.8	32.9	17.1	50.0
	7	178	94.4	15.1	50.3	21.4	13.2	34.6
	8	192	95.8	31.3	52.0	12.3	4.5	16.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	178	100.0	25.9	36.1	19.9	18.1	38.0
	7	178	100.0	31.0	39.7	14.9	14.4	29.3
	8	254	99.6	29.4	38.4	15.1	17.1	32.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	163	100.0	32.7	30.8	14.7	21.8	36.5
	7	177	96.6	24.6	41.9	19.8	13.8	33.5
	8	192	95.8	30.5	41.2	13.9	14.4	28.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	178	100.0	21.7	39.8	19.9	18.7	38.6
	7	178	100.0	28.7	42.5	16.7	12.1	28.7
	8	254	99.6	26.5	42.9	19.2	11.4	30.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	163	100.0	24.4	43.6	22.4	9.6	32.1
	7	177	96.0	38.3	41.3	9.6	10.8	20.4
	8	192	95.8	34.2	54.0	9.1	2.7	11.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 547)				
Students enrolled in high school credit courses (grades 7 & 8)	67.3%	Down from 70.1%	21.9%	16.7%
Retention rate	1.8%	Up from 1.3%	1.9%	2.5%
Attendance rate	95.4%	Up from 95.2%	96.2%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Down from 4.9%	2.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%	Down from 4.8%	2.2%	1.0%
Eligible for gifted and talented	19.5%	Up from 4.0%	22.1%	15.6%
On academic plans	35.5%	N/AV	33.5%	39.9%
On academic probation	18.1%	N/AV	0.6%	0.7%
With disabilities other than speech	9.4%	Down from 12.1%	11.6%	12.4%
Older than usual for grade	5.7%	Up from 4.0%	2.9%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.8%	Up from 2.8%	1.0%	0.9%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	50.0%	Down from 52.6%	54.3%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	24.5%	N/A	4.9%	9.1%
Teachers with emergency or provisional certificates	3.6%	Up from 0.0%	4.5%	5.6%
Teachers returning from previous year	86.2%	Up from 85.6%	87.2%	84.6%
Teacher attendance rate	93.1%	Down from 94.7%	94.9%	94.8%
Average teacher salary	\$42,464	Up 2.0%	\$42,952	\$42,267
Prof. development days/teacher	12.5 days	Up from 8.4 days	11.9 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 21.8 to 1	22.4 to 1	21.1 to 1
Prime instructional time	86.5%	Down from 88.2%	89.7%	89.0%
Dollars spent per pupil*	\$5,101	Up 9.7%	\$5,948	\$6,243
Percent of expenditures for teacher salaries*	55.3%	Down from 69.5%	60.4%	59.8%
Percent of expenditures for instruction*	70.3%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.1%	Down from 96.7%	97.2%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

James Island Middle is committed to the areas of student academics, extracurricular activities, and parent and community involvement. We are proud of our accomplishments over the past years and continue to strive to offer our students the best opportunities. Our community has always played an important part in the school success story.

James Island Middle features an outstanding academic, fine arts, and athletic facility, including an instructional courtyard. Academically, we meet the learning styles of our students through our honors, regular, and remedial programs. In addition, we offer six high school credit courses to students in the seventh and eighth grades that prepare them for entrance into the Pre-International Baccalaureate Program at our local high school. We provide and integrate a wealth of technological experiences through the multimedia center, wireless floating laptops, and computer labs. Furthermore, parents contact staff members through electronic communication (homework hotline, voice mail, and e-mail).

We believe it is critical that students participate in a variety of fine arts programs and extracurricular activities. Our student body is able to enroll in art, advanced art, yearbook, band, chorus, general music, strings, career education, computer applications, keyboarding, and physical education/ health. In addition, students can participate in a variety of clubs, intramurals, high school sports, and service learning projects. The opportunity to perform, work cooperatively, and travel together allows our students the ability to gain self-confidence and life-long skills for success. A strong academic curriculum, a vigorous fine arts program, and extracurricular activities encourage our students to pursue their individual strengths.

Through our Parent Teacher Student Association, parents, teachers, and the administration share responsibilities for developing our program, setting goals, and allotting the resources.

We educate our students to become confident, competent, responsible, and productive citizens through diverse learning experiences in a positive structured environment.

Phillip Davie, Principal

Joann Harris, PTA President/SIC Member

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	162	141
Percent satisfied with learning environment	100.0%	69.1%	85.4%
Percent satisfied with social and physical environment	100.0%	66.7%	79.7%
Percent satisfied with school-home relations	94.7%	86.4%	73.9%

*Only students at the highest middle school grade level at this school and their parents were included.